DOCUMENT RESUME

ED 181 400 CG 014 280

AUTHOR	Walz, Garry R.: Leu, Jane
TITLE	Futuristic Images of Guidance and Student Services.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
PUB DATE	79
NOTE	37p.: For related document see CG 014 281
AVAILABLE FROM	ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Communication (Thought Transfer); Counseling; Counselor Role; Counselors; Elementary Secondary Education; *Futures (of Society); *Guidance; Guidance Personnel; Postsecondary Education; *Program Development; *Skill Development; *Student Personnel Services; Student Personnel Workers
IDENTIFIERS	Information Analysis Products

ABSTRACT

Surveys of influential counseling and student services professionals to obtain a broad range of perspectives regarding the future of guidance and student services were conducted by the ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CAPS) as a part of its ERIC Futures Issues Components (EFIC) project. The ERIC/CAPS Advisory Commission, composed of elected officers of key guidance and student services professional associations, was selected as the ideal source of professional input. Each Commission member completed an open-ended questionnaire about future needs and developments in guidance and student services and the University of Michigan Futures Survey. Results of the surveys indicated that counseling and student services personnel need to: (1) develop skills in counseling special populations and areas of negotiations and bargaining: (2) plan programs and services which respond to the needs of all individuals: (3) improve working relationships with all educational personnel and communicate what they are doing and are able to do: and (4) become more aware of the importance of studying the future. (Author/HLM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HARD COPY NOT AVAILABLE

ED181400

FUTURISTIC IMAGES OF GUIDANCE AND STUDENT SERVICES

By: Garry R. Walz and Jane Leu

Table of Contents

	Page
Introduction	1
Images of Guidance and Student Services	2
Skill Development	2
Program Development	6
Communication	11
Increasing Futuristic Perspective	13
Conclusion	14
Appendix A	16
Appendix B	26

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

ERIC/CAPS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 014280

FUTURISTIC IMAGES OF GUIDANCE AND STUDENT SERVICES

by

Garry R. Walz and Jane Leu

Introduction

Instruction is concerned primarily with imparting accumulated knowledge, and therefore deals with what has been. Counseling, on the other hand, is one of the most futuristic of educational services because it deals with decisions--and decisions relate to the future. Counseling can be thought of as a curriculum of the future, assisting individuals to image future events, to set goals, and to create plans for their future. We must admit, however, that counselors and counseling services have not always been in the forefront of needed and significant social change. Counselors all too frequently have been characterized as reactive, responding to after-the-fact social pressures for new ways of helping drug abusers, women, and minorities, rather than leading the way to more humane educational response to human need.

In A Futuristic Perspective for Counselors, Walz and Benjamin (Ann Arbor, MI: ERIC/CAPS, 1979) discuss developments which they believe have particular import for the future of counseling. Using a variety of futuristic data sources they present images of futuristic counseling practices and pose a number of questions crucial to future counselor development.

As part of a desire to explore ways of providing a more futuristic orientation to ERIC, ERIC/CAPS proposed and was funded by Central ERIC to develop a special project entitled the ERIC Futures Issues Component (EFIC). Through a number of means--a national survey of opinions on future educational issues, creation of subject-oriented futures bibliographies, attempts to acquire more futures materials for inclusion in ERIC, and development of special futures papers--EFIC was designed to enhance the role that ERIC could play in the burgeoning futures movement. A major goal of EFIC was to increase the utility of ERIC as a resource for long-range planning and policy-making.

An integral part of EFIC's plan was to survey influential counseling and student services professionals to obtain a broad range of perspectives regarding the future of guidance and student services. The ERIC/CAPS Advisory Commission, composed of elected officers of key guidance and student services professional associations, was selected as the ideal source of professional input. Each member of the Commission completed two surveys: (1) an open-ended questionnaire asking the respondent to reply to a number of questions relating to future needs and developments in guidance and student services; and (2) The University of Michigan Futures Survey. The surveys and results are contained in Appendix A and B respectively. Quotations throughout the manuscript are taken directly from Commission member responses.

This paper presents an analysis of both surveys. It is intended to provide the reader with images of guidance and student services in the future and discussion of some of the priorities and major emphases which should engage the field for the next 10 to 15 years. It is meant as a think piece. It is intended to challenge and confront the reader with questions that must be answered and actions that must be taken--now and in the future. If the paper motivates even just a few counselors to move beyond immediate presses to envisioning what is needed and creating new ways to meet those needs, to imaging alternative futures and preparing responses, we will adjudge it to be a success. We believe that the result will be rewarding both for the persons who accept the challenge and for the profession as well.

Images of Guidance and Student Services

The images of guidance and student services fall into four interrelated categories: skill development, program development, communication, and increasing futuristic perspective.

Skill Development

One of the most frequently mentioned important and urgent needs facing counseling and student services personnel in the next five years is development of skills in counseling special populations. Student populations and educational processes are increasing in diversity, with a concomitant increase in the need for counselors to develop new

and more effective counseling approaches. Counselor education programs and inservice training programs should promote awareness of the special needs of and sensitivity to racial and ethnic minorities, women, gays, returning students, older students, working students, foreign students, gifted students, handicapped persons, substance abusers, and individuals in domestic violence situations (child, spouse, or elder parent abuse). Competency-based training modules need to be developed for training staff to work with these special populations. Such training should include needs assessment, consultation, and advocacy skills. Counselors must be able to help these individuals find resources and to design learning plans tailored to their needs.

Several respondents alluded to development of new skills in their comments on the changing roles of counselors.

> "Changing role and image of the school counselor--the counselor will serve in the roles of a consultant to teachers, parents, administrators, and community persons and of a coordinator of programs, of resources, and of community persons."

> "Role change--current impact of legislation has demanded that the role of counselors change dramatically. Title VI, Title IX, Public Law 94-482, 94-142, CETA, state assessment laws, etc. require [changes in] the skills and services of counselors. . . . 'How these role changes will be implemented,' 'how the skills needed will be acquired,' and 'how a delivery system will be created' are major concerns for student services personnel."

Counselors must be able to respond to societal and educational process changes. Inservice training should include ways of keeping counselors current with change.

Skill development is also needed in areas of political activity, negotiations, and bargaining. Counselors must become more astute politically and must take an active part in shaping their future and strengthening their services.

> "Rapidly declining student enrollment has implications for counselors as well as other school support services. Counselors are viewed as easily dispensable because their impact on curriculum, disciplinary policies, school-community relations and student achievement is perceived as minimal. Survival, in terms of maintaining a 'counseling' identity, is in jeopardy."

> "Counselors lack status or prestige among the decision-makers, policy boards, administrators, faculty and students associated with the schools. The attitudinal problems manifest themselves in poor acceptance by 'those who count.'"

> "[What is needed is] representation of guidance and counseling personnel on all advisory bodies and decision-making councils purporting to serve the needs of children at local, state, and national levels."

As unionizing grows in importance for teachers, so is it increasingly important for counselors to become skillful in contract negotiations. The administration will not provide such training, so counselors must learn bargaining skills on their own.

Management skills are increasingly necessary for counselors. Counselors need to learn how to manage their time effectively and efficiently.

> "In post-baccalaureate programs, a realistic focus re management and related coping skills [is] necessary for master's graduates in student personnel. Also thorough grounding [is needed] in contemporary post-secondary 'survival skills' and impending 'challenges' in the collegiate milieu whether [individuals pursue] counseling or student personnel majors."

As nonprofessionals are utilized more frequently in the educational process, counselors will also need skills in managing the selection, training, and supervision of support staff.

Skills are needed in appropriate use of technology at all educational levels. Educational technology and information systems are changing rapidly. The computer is increasingly being used for student records, registration, and career information.

> "Computers, whether in fun or work, are becoming a household word. Computers also offer school staff an opportunity to obtain data and information rapidly and efficiently. Pupil Service staff must be aware of the potential benefits of computers in all areas of school work and must be ready to understand and use computers daily, to better meet the needs of the students."

Counselors can be instrumental in creating an appropriate balance between individual needs for confidentiality and privacy and institutional needs for ready access to computerized banks of records and information (item 30 of the Futures Survey in Appendix B).

Counselors need to develop skills in change agentry--acting as effective change agents on personal, institutional, societal, and global levels.

> "Another concern is how to train student services personnel to become less reactionary and to [assume] more of a change agent [role in] representing student services and the needs of their clients."

Counseling and personnel services respondents to the Futures Survey felt that education should be deeply involved in preparing educators to be agents of change in educational institutions (mean involvement of 3.9 on item 51). These same respondents also deemed this item to be one of the top three issues with respect to priority for action. Counselors can help individuals learn to cope with future shock by helping them shape the changes in directions that they consider preferable.

The whole area of skill development is closely related to the issues of licensure, accreditation, and credentialing.

> "Professional licensure and registry [should be a requirement] for professionals."
>
> "The issue of licensing and credentialing continues to be important. Counselors need, in black and white, documentation of specialized skills and high quality training. They need to be flexible and capable of providing in-depth counseling, where needed."
>
> "A review of and carefully defined conceptualization of the meaning of 'professional' [is needed], especially in the light of student personnel administrators who increasingly utilize undergraduates or graduate students in the 'key' roles, and/or who find Dean and Vice President positions assumed by faculty or previously non-involved counseling personnel people."
>
> "Consideration [should be given to] . . . 'accreditation' of counselor education programs, or the censure of programs which purport to prepare individuals for multiple counseling roles and settings with insufficient faculty, clinical/practice sites and supervision, equipment, etc."

Some educators and futurists suggest that at all educational levels we should move away from the traditional credentialing concept toward skill development (item 19). Then, individuals who wanted to be counselors would be required to demonstrate their level of mastery of the skills considered necessary for counseling in the desired setting.

The need for ongoing skill development through inservice training is demonstrated by a number of comments that stress the need for:

> "Professional improvement (beyond degree programs)."
>
> "Professionals to upgrade knowledge and skills."
>
> "The provision of inservice programs for student services staff and faculty regarding the practical aspects of the campus budget, funding sources, expenditures, accounting systems, enrollment projections, extra-mural sources and over-ride factors, fixed costs, etc."

"The maintenance (or continued vitality) of professional organizations which provide the annual national or regional educational programming for counseling and student services staff. Difficulties arise from budgetary constraints, declining memberships, duplicative patterns and activities of organizations."

Item 48 of the Futures Survey, "Development of resources for continual upgrading of the knowledge and competencies of educators at all educational levels," had a mean involvement rating of 3.8 by respondents in counseling and personnel services. It is important for counselors regularly to refresh and update their skills, especially as society and technology change.

Program Development

Every respondent to both questionnaires mentioned the need for programs which respond to the needs of all individuals. These would entail developing sensitivity to and awareness of the needs of special populations--racial and ethnic minorities, women, gays, returning students, older students, working students, foreign students, gifted students, handicapped persons, substance abusers, and individuals in domestic violence situations. Such programs would also involve appropriate responses to the needs of the dominant group as well as help in sensitizing the dominant group to special group needs. Programs must focus on reducing continuing racism, sexism, ageism, classism, and other forms of prejudice. CAPS Advisory Commission members listed the following as important and/or urgent problems or needs facing counseling and student services in the next five years:

"Skilled student services workers and programs aimed at meeting the needs of older adults and senior citizens."

"Determining and designing programs that respond to the needs of diverse student populations (part-time, working, professional, older, disabled, etc.)"

"Providing guidance and counseling services to all students."

"Effectively designing a program to address all kids."

"Realistically relating to the continued effects of racism and sexism on the lives and development of people."

"Striving continually to maintain [a] child's positive self-concept. This would include the avoidance of terms such as 'culturally deprived, under privileged, etc.' Grouping children [who are] so identified results in de facto segregation which is obvious to children."

"[Designing] an effective program for students with disruptive behavior."

"Adequately addressing students with handicaps."

"Working with families of handicapped, individually and in groups."

"[Increasing awareness of] the whole arena of handicapped children, whether it is PSEN, Title I, Title VI-B and the Gifted. . . . Pupil Services staff should assume the leadership in developing additional programs to meet the needs of these children. They should be at the forefront of innovative programs, inservice training, etc. in their local school systems."

"Addressing the counseling needs of the large and emerging population of foreign born students."

"Involving wider participation of the campus community within the residence life programs, and/or leisure time programming for commuting students."

"Increased emphasis and response to special student populations--international students, the adult learners, the poor, deprived, and disadvantaged, the racially and culturally different, the abused, the physically, emotionally, and mentally handicapped and the gifted."

"Seek[ing] solutions to the increasing[ly] serious problem of child abuse and neglect. Policies and procedures for coordinating human services and reporting suspected abuse rightfully belong in the responsibility arena of Pupil Personnel Services workers. Inservice training for school personnel should also be provided."

"[Attending to the escalating problem of] discipline as it relates to substance abuse, vandalism and general student behavior . . . in all school districts. It is important that pupil services staff continue to assume the role of the child advocate and at the same time assist the school and the students in adhering to consistent implementation of regulations. Demands of society on children and families require constant attention to needs of individual students. Prevention is the keyword here."

The need for such programs is also demonstrated in responses to the Futures Survey. Respondents in counseling and personnel services felt that education should have a great involvement in the following: equal access to education and jobs by women (item 1); equal access to education and jobs by racial and ethnic minorities (item 2); maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc. (item 3); generating more substantive responses to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ethnic minorities (item 13); creating programs that meet the special needs and

interests of an increasingly older postsecondary student body (item 15); and overcoming the effects of test bias and the differential suitability of tests for various educational sub-groupings (item 8). It should be noted that the level of expectation for significant accomplishments by education is much lower than the level of desired involvement. In order to narrow this gap, creative thinking is essential in the program development. Innovative models of service delivery are a must if we are to meet the needs of these varying populations. For example, student services could use a mobile van parked in different areas at different times of the day and night to serve commuter students. Different models for staffing student services should be developed to increase outreach to varying populations. Through use of peer advisors, senior citizens, and part-time workers, longer hours can be staffed at locations around the campus or community.

Programs relating to lifelong learning and life/career planning are greatly needed. Rapid technological change and knowledge explosion are causing the nature of work to change. Throughout their lives individuals must regularly update or acquire new skills to accommodate the impact of these changes on their jobs and lives or to train for new jobs. The roles and patterns of education, work, and leisure are changing. Counselors can be instrumental in developing programs to help people cope with and plan for these changes. Among the CAPS Advisory Commission members' listing of important and/or urgent problems facing counseling and student services in the next five years were:

> "Incorporation of lifelong learning programs, life planning experiences, learning resource centers for diverse student populations."
>
> "Increased emphasis on career development counseling--counseling persons of all ages and levels in life in career planning and decision-making."
>
> "[The increasing complexity of] the whole area of Career Education/ Vocational Education . . . due to the rapidly changing occupational classifications. Students focus on an occupational area in the middle school. When they graduate from high school, their area of occupational interest has drastically changed. Pupil Services staff must be continually updating their occupational data bank in order to assist students in planning their careers. They must maintain constant interaction with business and labor as well as higher institutions to better serve students."

The need for increased linkages between education and business-industry should be emphasized as an area in which counselors could fill a very important role. If education does not address itself to adult needs for education and retraining, there is a good chance that the Department of Labor will develop an independent educational system. As the response to item 26 of the Futures Survey indicates, individuals lack awareness of this danger. However, respondents in counseling and personnel services did feel that education should be highly involved in increased linking of education with industry and business (item 12); expanded opportunities for lifelong and continuing education for all individuals (item 14); greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education (item 28); assistance to persons of all ages in life and career planning and decision-making (item 43); development of and involvement in preretirement programs (item 49); and preparation of helping specialists to assist people in making critical life decisions and transitions (item 50).

Closely related to lifelong learning and life planning is the need for <u>developmental programs</u>. CAPS Advisory Commission members listed the following as important and/or urgent problems facing counseling and student services during the next five years:

> "Opportunity for all students to have affective development as part of education."
>
> "Developmental and preventive guidance programs vs. remedial and corrective guidance programs."
>
> "Use of developmental theory in designing counseling and student services programs."
>
> "Revitalizing the secondary guidance programs to include and highlight developmental strategies."
>
> "Avoiding deferring counseling and student services, like career development . . . until junior high/senior high years. . . . More emphasis should be placed on early crisis intervention, working with parents to improve parenting skills, self-awareness for students, and providing identifiable support systems (through guidance and counseling services)."

Counseling and personnel services respondents to the Futures Survey felt that education should be highly involved in broadening educational focus

on the cognitive domain to a more global concern with cognitive/affective/psychomotor domains (item 9) and in preparing parents for different roles and increased responsibilites in providing systematic learning experiences for children (item 40). Counselors can play a very important role in developing models for involving the home and family in the educational process, for parent education and development of parenting skills, and for parental counseling. They can also be instrumental in developing programs which focus on decision-making skills, values clarification, or interpersonal communication skills, or on changing roles of males and females, living in a newly separated family, and coping with death and dying.

One of the most important aspects of program development is the evaluation component to enhance accountability. Given the tenuous position of counseling and student services in a time of tight budgets, counseling programs must have explicit goals and objectives and a built-in evaluation that makes clear the accomplishments of the program and the effectiveness of the counselor. CAPS Advisory Commission members included the following as important and/or urgent problems facing counseling and student services for the next five years:

> "Evaluation--counseling and student services must consider evaluation of programs and students which take[s] into account the humanistic process to determine the growth and development of the individual child's human potential. Evaluative criteria must be developed in cooperation with others involved in the educational scene."
>
> "Accountability (systematic evaluation of services)."
>
> "Increasing accountability in all aspects of guidance and counseling programs--competency based counselor training programs are continuing to be emphasized, developed, and expanded."
>
> "Developing an 'assessment and evaluation system' which will be compatible with the (admittedly limited) measures of SCH's, 'contact hours,' and extra-mural funding factors utilized with teaching faculty."
>
> "Declining financial resources."
>
> "Job security (a la Proposition 13s and varieties)."
>
> "Maintenance of balanced services in spite of decreasing population, legislation (94-142), etc."

"Funding/accountability--today's realists and futurists are constantly bringing into focus the trend for the demand that expenditure of public funds be based upon an accounting of necessary and effective practices and programs. Guidance and student services are not being excluded from this trend. A major concern is the need to demonstrate cost-effective/efficient student services programs and practices. Funds are less available and the competition for what is will be even greater. Therefore, funds for programs and accountability models that demonstrate cost-effective/efficient programs and practices will be of most concern now and in the future."

Counseling and personnel services respondents to the Future Survey felt that education should be greatly involved in increasing accountability in all aspects of the educational process (item 5), and in developing an appropriate balance between accountability and child advocacy (item 6). Identification and dissemination of effective educational programs and practices (item 25) not only has a mean involvement score of 3.6, but is also in the three issues nominated as having top priority for action. As evaluation becomes a routine component of counseling programs, it should become easier to identify effective programs and to disseminate information about them.

Communication

Most respondents to the two questionnaires mention the need for counselors and student personnel workers to improve working relationships with all educational personnel and to communicate what they are doing and are able to do.

"Collaboration/Teaming--The role of student services practitioners cuts across many disciplines. This requires that the practitioners become skilled in building and utilizing team work practices to accomplish common goals and objectives. A major concern is the acquired skills and practices that enable a practitioner to work with . . . fellow professionals and the many lay groups that impact student services programs."

"Utilizing the 'teaming approach' with other staff, community people, volunteers."

"Potential reorganization of functions, programs, and services to meet student and institutional needs."

"Relationship of counseling and student services to academic affairs."

"[Tendency to view] guidance and counseling services . . . as isolated components of the educational system. This has led to a polarization of counseling staff from other faculty members. This has resulted in lack of communication about guidance goals

and philosophies as they relate to the instructional curriculum; minimal support for school-wide guidance related programs; and failure of students to embrace guidance and counseling services as a necessary part of their career and academic development."

"Resolving the role-compatability gap within the college/university for personnel services and classroom faculty (see Blake's excellent article in Academe, September 1979, pp. 280-292)."

"A redefinition of 'shared governance' which provides for credible involvement of campus life personnel within the system, taking advantage of an all-institutional view typically held by these administrators."

"Greater assertiveness among counselors who comply with office-oriented tasks, while complaining of lack of time to do real counseling. There is a critical need for well-designed program goals and objectives with a related delivery plan that is acceptable to both administrators and guidance personnel."

"Administrative support--Another concern for student services personnel is the acquiring of administrative support for guidance programs and practices. This entails the need for effective communication to the decision-makers that control funds for student services. This communication should be in many forms and should be able to 'stand alone' in convincing a decision-maker of this need for support of guidance programs."

"Providing understandable data and information about the functions of and constraints in a college counseling center, for faculty and administrators."

These comments suggest a strong need to build a support system for student services across disciplines and areas in years ahead.

Communication by counselors and student services workers with school board members, regents, and the general public is also important. Public relations work is needed to increase counselor visibility and credibility. CAPS Advisory Commission members included the following as important and/or urgent problems:

"The school staff is in the unique position of having direct contacts with people in the community. It is therefore the responsibility of the staff to keep the community informed of what takes place in the educational scene. This includes interpreting the school program and dissemination of information and being an advocate for parents. This would also fit the mold of public relations."

"Expanding public relations activities for counseling professionals."

"Public image (undermining by other professionals, social workers, psychologists, etc.)"

"Recognition and acceptance by administrators, school boards and community publics of the need for guidance and counseling at the elementary school level."

Responding to community needs in the design, offering, and advertisement of programs is also good public relations.

Counselors and student personnel workers can further enhance their image and their work by providing useful information for various local, state, regional, or national meetings on the changing needs of students and special populations. They can disseminate counseling information of interest to the general public, which will have the added advantage of increasing their visibility and usefulness.

Increasing Futuristic Perspective

Counselors and student personnel workers should be aware of future trends and developments in socio-political, economic, and technological areas, and of their impact on the educational process. Such a futuristic perspective can help them to be a proactive force in shaping the future in preferable directions. Through modeling, counselors and student personnel workers can also help others to be proactive in shaping their own lives and futures in desirable ways. In Part III of the Futures Survey respondents in counseling and personnel services strongly agreed that imaging a number of alternative futures for different social and/or educational issues can be highly useful for planning and decision-making. They also agreed that identifying alternative directions/developments that may characterize education in the next 10 to 15 years will assist educators to create the programs and resources needed for the future.

Futurists are quick to point out that the future can take many alternative directions. Hence, giving highly specific predictions regarding future educational developments is probably unwise. The lack of strong disagreement by respondents to the statement that "the most useful futures product would be a set of highly specific predictions regarding future educational developments" indicates a lack in futures awareness.

The respondents also indicated that educators, practitioners, and students in counseling and personnel services do not demonstrate a high degree of awareness of the importance of studying the future. Therefore, expanding futures consciousness is greatly needed. Respondents agreed that "futures kits" which would help teachers to increase futures awareness of students would command a great deal of

interest and use. They also indicated that education should be greatly involved in increasing futures perspective in all aspects of the educational process (item 32 in Part IV of the Futures Survey). Expectations as to how much will actually be accomplished in this direction are much lower, however, so again creative work is needed to narrow this gap.

Conclusion

"Counselors are in need of considerable retraining and renewal if they are to remain effective," or, "Counselors are sensitive to changing needs and conditions and recognize the need to change" are two interpretations which could be given to the EFIC survey of guidance and student services. Which is correct? Probably both! Counselors are sensitive to the emerging needs of clients, and many do such retraining so as to continue to be significant helpers. Open acknowledgement by the professional leaders who responded to the survey of counselor and program needs is a sign of strength, not of weakness.

In today's world only diamonds are forever. Obsolesence of skills, i.e., the inability of a professional trained in one area to operate effectively in another, is a recurring tragedy. Counselors and other helping service specialists are as susceptible to this malady as any professional person, perhaps even more so. In a labor-intense occupation like counseling, it is the competencies of the individual which are crucial. Let the skills become useless or outdated, and the contributions become minimal. It is fashionable to speak of counselor burnout. Many counselors will burn down and out even though the switch is on "high." The intent is present but the burner will no longer ignite. More power to our respondents who had the savvy to recognize a difficult situation and the strength to speak to it. No professional waffling here.

One last observation: Extensive changes are needed in counselor competencies and guidance programs. "Quick-get-well" remedies and sugar-coated palliatives will not suffice. Only comprehensive and significant changes can help guidance and student services continue to be the potent helping services they have been. The first step in any health-producing program is recognizing the need. Our respondents have

taken a significant, sure, first step. Now counselors must decisively and forcefully take the next steps to professional renewal for the changing and challenging future.

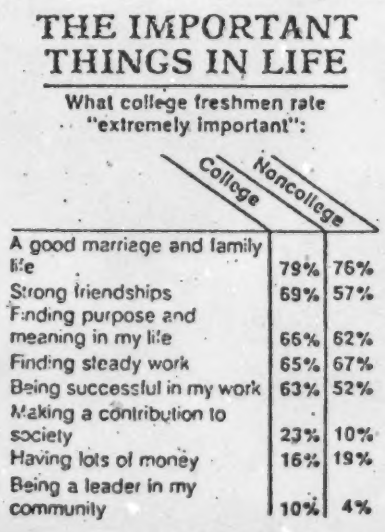
Appendix A

Compilation of Eight Results from the

ERIC/CAPS Advisory Commission Questionnaire

I. What do you believe to be the six to ten most important and/or urgent problems facing counseling and student services for the next five years?

1. Special target populations--There is a great need for skilled student services workers and programs aimed at meeting the needs of older adults and senior citizens.
2. Determining and designing programs that respond to the needs of diverse student populations (part-time, working, professional, older, disabled, etc.).
3. Providing guidance and counseling services to all students.
4. Effectively designing a program to address all kids.
5. Realistically relating to the continued effects of racism and sexism on the lives and development of people.
6. Pupil Personnel Services staff must strive continually to maintain child's positive self concept. This would include the avoidance of terms such as "culturally deprived, under privileged, etc." Grouping children so identified results in de facto segregation which is obvious to children.
7. An effective program for students with disruptive behavior.
8. Adequately addressing students with handicaps.
9. Working with families of handicapped, individually and in groups.
10. The whole arena of handicapped children, whether it is PSEN, Title I, Title VI-B and the Gifted, are areas which require greater awareness by counselors and pupil services staff. Pupil Services staff should assume the leadership in developing additional programs to meet the needs of these children. They should be at the forefront of innovative programs, in-service training, etc. in their local school systems.
11. Incorporation of lifelong learning programs, life planning experiences, learning resource centers for diverse student populations.
12. Addressing the counseling needs of the large and emerging population of foreign born students.
13. Involving wider participation of the campus community within the residence life programs, and/or leisure time programming for commuting students.
14. Opportunity for all students to have affective development as part of education.
15. Article in September, 1979, Psychology Today lists the following as important. What are counseling and student services doing?


THE IMPORTANT THINGS IN LIFE
What college freshmen rate "extremely important":
College
Noncollege
A good marriage and family life 79% 76%
Strong friendships 69% 57%
Finding purpose and meaning in my life 66% 62%
Finding steady work 65% 67%
Being successful in my work 63% 52%
Making a contribution to society 23% 10%
Having lots of money 16% 19%
Being a leader in my community 10% 4%

16. Use of developmental theory in designing counseling and student services programs.

17. Revitalizing the secondary guidance programs to include and highlight developmental strategies.

18. Counseling and student services, like career development, cannot be deferred until junior high/senior high years and still be effective. More emphasis should be placed on early crisis intervention, working with parents to improve parenting skills, self-awareness for students, and providing identifiable support systems (through guidance and counseling services).

19. Computers, whether in fun or work, are becoming a household word. Computers also offer school staff an opportunity to obtain data and information rapidly and efficiently. Pupil Service staff must be aware of the potential benefits of computers in all areas of school work and must be ready to understand and use computers daily, to better meet the needs of the students.

20. Collaboration/Teaming--The role of student services practitioners cuts across many disciplines. This requires that the practitioners become skilled in building and utilizing team work practices to accomplish common goals and objectives. A major concern is the acquired skilld and practices that enable a practitioner to work with their fellow professionals and the many lay groups that impact student services programs.

21. Utilizing the "teaming approach" with other staff, community people volunteers.

22. Potential reorganization of functions, programs and services to meet student and institutional needs.

23. Relationship of counseling and student services to academic affairs.

24. Guidance and counseling services tend to be viewed as isolated components of the educational system. This has led to a polarization of counseling staff from other faculty members. This has resulted in lack of communication about guidance goals and philosophies as they relate to the instructional curriculum; minimal support for school-wide guidance related programs; and failure of students to embrace guidance and counseling services as a necessary part of their career and academic development.

25. Resolving the role-compatability gap within the college/university for personnel services and classroom faculty (see Blake's excellent article pp 280-292 in Academe, September, 1979.)

26. A redefinition of "shared governance" which provides for credible involvement of campus life personnel within the system, taking advantage of an all-institutional view typically held by these administrators.

27. There is a need for greater assertiveness among counselors who comply with office-oriented tasks, while complaining of lack of time to do real counseling. There is a critical need for well-designed program goals and objectives with a related delivery plan that is acceptable to both administrators and guidance personnel.

28. Evaluation--Counseling and student services must consider evaluation of programs and students which take into account the humanistic process to determine the growth and development of the individual child's human potential. Evaluative criteria must be developed in cooperation with others involved in the educational scene.

29. Minimum competency is a growing area of concern and counselors must be prepared to assist in the development of systems which will meet the needs of those students who are in need of additional assistance.

30. Accountability (systematic evaluation of services)

31. Developing an "assessment and evaluation system" which will be compatible with the (admitedly limited) measures of SCH's, "contact hours", and extra-mural funding factors utilized with teaching faculty.

32. Funding/accountability--Today's realists and futurists are constantly bringing into focus the trend for the demand that expenditure of public funds based upon an accounting of necessary and effective practices and programs. Guidance and student services are not being excluded from this trend. A major concern is the need to demonstrate cost effective/efficient student services programs and practices. Funds are less available and the competition for what is will be even greater. Therefore, funds for programs and accountability models that demonstrate cost effective/efficient programs and practices will be of most concern now and in the future.

33. Declining financial resources.

34. Job security (a la Proposition 13s and varieties)

35. Maintenance of balanced services in spite of decreasing population, legislation (94-142), etc.

36. Role change--The current impact of legislation has demanded that the role of counselors change dramatically. Title VI, Title IX, Public Law 94-482, 94-142, CETA, state assessment laws, etc. require the skills and services of counselors to change. "How these role changes will be implemented," "how the skills needed will be acquired," and how a delivery system will be created are major concerns for student services personnel.

37. Administrative support--Another concern for student services personnel is the acquiring of administrative support for guidance programs and practices. This entails the need for effective communication to the decision makers that control funds for student services. This communication should be in many forms and should be able to "stand alone" in convincing a decision maker of this need for support of guidance programs.

38. Providing understandable data and information about the functions of and constraints in a college counseling center, for faculty and administrators.

39. Rapidly declining student enrollment has implications for counselors as well as other school support services. Counselors are viewed as easily dispensible because their impact on curriculum, disciplinary policies, school-community relations and student achievement is perceived as minimal. Survival, in terms of maintaining a "counseling" identity is in jeapordy.

40. Counselors lack status or prestige among the decision-makers, policy boards, administrators, faculty and students associated with the schools. The attitudinal problems manifest themselves in poor acceptance by "those who count."

41. Representation of guidance and counseling personnel on all advisory bodies and decision making councils pruporting to serve the needs of children at local, state and national levels.

42. The school staff is in the unique position of having direct contacts with people in the community. It is therefore the responsibility of the staff to keep the community informed of what takes place in the educational scene. This includes interpreting the school program and dissemination of information and being an advocate for parents. This would also fit the mold of public relations.

43. Expanding public relations activities for counseling professionals.

44. Public image (undermining by other professionals, social workers, psychologists, etc.)

45. Increasing lack of credibility (related to #34 and #44)

46. Pupil Personnel Services staff must seek solutions to the increasing serious problem of child abuse and neglect. Policies and procedures for coordinating human services and reporting suspected abuse rightfully belongs in the responsibility arena of Pupil Personnel Services workers. In-service training for school personnel should also be provided.

47. Discipline as it relates to substance abuse, vandalism and general student behavior is an escalating problem in all school districts. It is important that pupil services staff continue to assume the role of the child advocate and at the same time assist the school and the students in adhering to consistent implementation of regulations. Demands of society on children and families require constant attention to needs of individual students. Prevention is the keyword here.

48. The whole area of Career Education/Vocational Education is becoming increasingly complex due to the rapidly changing occupational classifications. Students focus on an occupational area in the middle school. When they graduate from high school, their area of occupational interest has drastically changed. Pupil Services staff must be continually updating their occupational data bank in order to assist students in planning their careers. They must maintain constant interaction with business and labor as well as higher institutions to better serve students.

49. Increasing number of lawsuits being filed against school personnel who carry out their regular responsibilities is viewed with alarm. It is therefore important that Pupil Personnel Services staff consider legal protection to the degree that is necessary.

50. Professional licensure and registry for professionals.

51. Credentialing (licensure and accreditation)

52. The issue of licensing and credentialing continues to be important. Counselors need, in black and white, documentation of specialized skills and high quality training. They need to be flexible and capable of providing in-depth counseling, where needed.

53. A review of and carefully defined conceptualization of the meaning of "professional", especially in the light of student personnel administrators who increasingly utilize undergraduates or graduate students in the "key" roles, and/or who find Deans and Vice President positions assumed by faculty or previously non-involved counseling personnel people.

54. Consideration of "accreditation" of counselor education programs, or the censure of programs which purport to prepare individuals for multiple counseling roles and settings with insufficient faculty, clinical/practice sites and supervision, equipment, etc.

55. In post-baccalaureate programs, a realistic focus re management and related coping skills necessary for master's graduates in student personnel. Also thorough grounding in contemporary post-secondary "survival skills" and impending "challenges" in the collegiate milieu whether counseling or student personnel majors.

56. Professional preparation of staff (counselors, college student personnel, administrators, student development specialists, etc.) Preparation and practice (nature of positions and jobs) must connect and relate.

57. Change agent--Another concern is how to train student services personnel to become less reactionary and to become more of a change agent representing student services and the needs of their clients.

58. Professional improvement (beyond degree programs)

59. Necessity for professionals to upgrade knowledge and skills.

60. The provision of in-service programs for student services staff and faculty regarding the practical aspects of the campus budget; funding sources, expenditures, accounting systems, enrollment projections, extra-mural sources and over-ride facotrs, fixed costs, etc.

61. The maintenance (or continued vitality) of professional organizations which provide the annual national or regional educational programming for counseling and student services staff. (Difficulties arise from budgetary constraints, declining memberships, duplicative patterns and activities of organizations.)

62. Developing systematic plans for conducting relevant research by practitioners.

II. What in your judgment would be the most helpful information resources, e.g., monographs, information analysis products, inservice program guides that could be developed to respond to these problems?

1. Materials that teach professionals how to use developmental theory in program planning.
2. Analyzation of comptencies and skills required for various positions (jobs) in counseling and student services (in an effort to connect and relate preparation and practice).
3. Needs assessment plans that work and produce information for program planning and design, resource allocation, etc.
4. Models of student affairs structures (counseling and student services) for diverse student populations.
5. Examples of affective education programs that emphasize individual growth, goal setting, and evaluation.
6. Monographs or other inexpensive print format items for classroom, and staff in-service use; specific in topic, "cookbook" in format, practical and direct in presentation.
7. A book or booklet resulting from a "think tank" exercise where theory and practice could be related with the goals of defining professional in the multi-level and dimensional aspects of college student personnel.
8. Current, inexpensive (under $15.00) edited books in introductory, or in specialized areas such as counseling the handicapped, working with second-career adults, etc. for counselors, and for program administrators.
9. Specific inservice is needed to help counselors become better technical resources to classroom teachers (this might include lesson-development strategies, demonstration techniques for group guidance which enhances dialogue and exchange among students), goal emphasis on humanizing the classroom, tying career awareness into instructional activities, designing evaluation instruments which link academic and career development, and methods which promote better teacher-student relationships.
10. Future monographs might focus on the role of the counselor as a member of the "Support Services Team", "How to Be Assertive in Presenting a Guidance Model You Can Live With", "How to Build a Positive Climate for Guidance and Counseling Services", "Helping Students Take Ownership in the Guidance Program", and "The Counselor's Handbook on Establishing Professional Relationships".
11. Inservice needs might also be approached by providing a monograph on successful icebreakers, warm-up exercises or "loosening up" activities for application in an inservice session. Part of the difficulty that counselors experience in trying to present new ideas, is that staff generally "turns off" or "tunes them out" before they have a chance to present real content.
12. Materials available to publics and to clients served--outreach publications to legislators, business (i.e., NAB). Unfortunately materials, published or otherwise, are not going to reach the counseling "professionals" who need such inservice. Need personnel who are alert, knowledgeable, qualified, and capable of "selling" counseling to those who remain in ignofance of the availability or value of such services.
13. Monographs developed about topics # 3 and 9.
14. Definitive program abstracts about topics # 17 and 21.
15. An extensive "How To" resource about topic #62.

16. Items # 41, 43, and 50 addressed by professional organizations.

17. Brief monographs, in-service program guides and reader's assistance research data would be very helpful information resources for Pupil Services staff in meeting the needs as outlined in section I.

18. Inservice and training guides addressing students with special needs.

19. Monographs on the counseling process, its needs, its demands.

20. Possibly a monograph on the team process in addressing the needs of students (include the counselor, psychologist, pupil personnel worker, administrator, nurse, etc.)

21. A first priority would be the addition and refinement of materials for skill staff development similar to the AIR modules. Emphasis should be placed on skills needed to meet the role change created by current trends. Monographs, position papers should not be complex or too theoretical. Rather they should be in lay language so several levels of practitioners could use them.

II. Are there informational materials and/or resources which counselors and student services need which are either not available or poorly done?

1. No--those that are available are not used by those who need them and seldom needed by those conscientious enough to seek them. Mailing materials to counselors, supervisors, deans, counselor education departments just proliferates filing systems. We need some guidance and counseling "salespeople" who can get others to buy into G&C.

2. The greatest need is for counselors to develop techniques in using informational material and resources. In my experience it is not the lack of material and data, but the motivation, dedication and opportunities for counselors and Pupil Services staff to utilize what is available to better meet the needs of students.

3. Much of the information currently available is well done. The problem is, how to keep it updated and relevant to emerging student needs. Perhaps greater emphasis should be placed on helping students become more self-directive and personally responsible for their activities and project outcomes.

4. The adult population is a viable part of the total public school setting. Little is available in counseling resources on this level.

5. Data on the legal implications of counseling.

6. Materials for counseling older adults and senior citizens, child abuse materials--role of counselors, training to deal with problems encountered by parents, administrators, etc.

7. Psychologists need materials concerning their role on aspects other than assessment. Materials that demonstrate the social impact of counseling. Concrete evidence for reducing discipline problems, youth employment, juvenile delinquency, etc.

8. Needs assessment tools and plans

9. Models of student affairs organizational structures that respond to needs of diverse student populations and relate to academic affairs.

10. Student affairs programs of the future.

11. Video tapes which clearly delineate differences between theoretical/philosophical approaches and techniques in counselor-client interactions; illustrative video-guides re syndicolistic postures and techniques; overlays and automated video presentations re budget projections, and staffing-personnel reduction guidelines; tapes of "model" programs of registration/advisement/administration of financial aids, etc.

12. The available films on alcohol-abuse and residence staff responses (many from UW-SP) are poorly done. Over-simplification of a complex problem is not helpful to trainers and practitioners.

13. An overall resource guide available for individual purchase regarding materials available on various topics would be helpful, written along the style of AGS The Bookfinder.

IV. What emphases and/or developments do you think CAPS should prioritize in its work for the next five years?

1. A good PR campaign about the resources offered by CAPS to the professional counselor should be a high priority--many counselors do not know of your valuable service.
2. Your publications are superior, including the new Futures Newsletter--just great! You would do a major service to the profession by providing training and development programs for professionals, stated earlier to represent guidance and counseling in a meaningful way to the public. This recommendation becomes increasingly clear to me as I travel throughout the country--(i.e., on planes--conversations with fellow passengers)--one out of about 100+ know anything about counseling services, except for what "shrinks provide when you're really sick."
3. Addressing any or all of the items in question I.
4. Adults/senior citizens
5. Adult learners--remediation, programming and counseling
6. "Geriatrics"--what services can be provided for the vital, but over 62-65 aged population living whithin easy access of the campus? (urban/suburban)
7. Special target populations (exceptional child, handicapped, etc.)
8. Child Abuse
9. Counseling and student services for diverse student populations.
10. Human development (affective development) as part of the educational experience (cognitive learning, human development, and practical competence)
11. Programs that teach educators to use needs assessment for determining programs and allocating resources.
12. Evaluation
13. Counselor evaluation
14. Testing--norming, access to, etc. etc. etc.
15. The role of the counselor in the stress on "Back to the Basics"
16. Counseling effectiveness from a pluralistic viewpoint.
17. Change agentry for making systems more responsible to social problems.
18. Relationship of the social and political climate of the nation to the climate within the educational environment.
19. Emerging legislation with references to counseling in terms of the implications.
20. Counseling and student personnel workers in the urban setting.
21. The sun belt is attracting a large proportion of the traditional-aged college attender--why?
22. Greater emphasis should be placed on:
    a. Maintaining a higher visibility among "practitioner types" who may or may not be familiar with ERIC/CAPS and its services.
    b. Produce monographs and other publications responsive to the survival or firing line issues such as those identified in this survey.
    c. Providing counselors with skills and competencies to assume greater leadership roles in training and administrative know-how. Currently counselors tend to maintain low-key, non-assertive attitudes toward their own professional destiny.
    d. Finally, ERIC/CAPS should take a leadership role in serving as an official information clearinghouse and contact for professional guidance organizations. If more organizations point to the significant role of ERIC/CAPS, not only with their memberships, but also as they form goals and policies, the reservoir of information would be used and applied at a maximum level.

23. Pupil Services staff and counselors need to develop a practical approach to the problems of the next five years. They cannot save the world--but they must not also give up. They must continue to strive to be the child advocate they were trained to be and to work with all facets of the community to better assist students in the educational process.

24. Research should focus on what looks good and then disseminate this information in a practical fashion to practitioners so that we can benefit from successes noted elsewhere. Surveys, questionnaires, etc., can be useless if they are not applicable to situations experienced by most school districts in the country. Language of publications must be such that they can be comprehended and utilized by the most inexperienced Pupil Service staff member. We should not use our idealistic strivings but we should be aware of the realities of life and attempt to work within them.

Appendix B

F U T U R E S S U R V E Y

Conducted by

School of Education
The University of Michigan

In collaboration with

Educational Futures Issues Component
ERIC Counseling and Personnel Services Information Center

School of Education
The University of Michigan
Ann Arbor, Michigan 48109

1979

Futures Survey

School of Education, The University of Michigan
ERIC Futures Issues Component

I. Please identify your primary area and type of work by checking the appropriate descriptors below. (Please check at least one in both columns.)

Area of Work	Type of Work
___ Adult Education	___ Administrator
___ Career Education	___ Counselor
___ Counseling and Personnel Services	___ Policy Maker/Planner
___ Educational Management	___ Researcher
___ Elementary and Early Childhood Education	___ Teacher at the elementary level
___ Handicapped and Gifted Children	___ Teacher at the secondary level
___ Higher Education	___ Teacher at the community college level
___ Information Resources	___ Teacher at the college or university level
___ Junior Colleges and Community Colleges	___ Other _____
___ Languages and Linguistics	
___ Reading and Communication Skills	
___ Rural Education and Small Schools	
___ Science, Mathematics, and Environmental Education	
___ Social Studies/Social Science Education	
___ Teacher Education	
___ Tests, Measurement, and Evaluation	
___ Urban Education	
___ Vocational/Occupational Education	
___ Futures Studies	
___ Other_____	

II. Please mark with a "P" one of the following four possible future trends that you would most prefer to happen. Please mark with an "L" one of the four trends (it may be the same one) that you believe is most likely to occur.

P	L	
___	___	The future will be a continuation of past trends toward a generally optimistic Post-Industrial Age. There will be awkward periods and times of crisis, but eventually with technological advances the 21st century will be brighter than today.
___	___	The future will be a continuation of past trends toward ecological and economic collapse.
___	___	The future will include a cultural transformation with a change in societal and personal values and priorities. Emphasis will be on living cooperatively and in harmony with nature.
___	___	The future holds global disaster, e.g., a nuclear war, terrorist use of nuclear materials, wide-spread famine, or cultural conflicts that will be devastating to society.

III. For each of the following statements please circle a number from 1 (strongly) disagree) to 4 (strongly agree) to indicate your reaction to the statement.

Strongly Disagree			Strongly Agree	
1	2	3	4	Imagining a number of alternative futures for different social and/or educational issues is highly useful for planning and decision making.
1	2	3	4	As presently organized, information systems such as ERIC are of little value in determining educational and social futures.
1	2	3	4	As a group, educators in my specialty demonstrate a high degree of awareness of the importance of studying the future.
1	2	3	4	As a group, practitioners in my specialty demonstrate a high degree of awareness of the importance of studying the future.
1	2	3	4	There is consensus among educators in my specialty as to the issues and concerns which will command our attention during the next 10 to 15 years.
1	2	3	4	The educational priorities regularly established by NIE are consistent with those generally agreed upon by my educational specialty.
1	2	3	4	The most useful futures product would be a set of highly specific predictions regarding future educational developments.
1	2	3	4	There would be a great deal of interest and use in my educational specialty for "futures kits" which would help teachers to increase the awareness of students regarding futures issues and options.
1	2	3	4	Students in my specialty exhibit a high degree of awareness of future issues and alternatives.
1	2	3	4	Identifying alternative directions/developments that may characterize education in the next 10 to 15 years will assist educators to create the programs and resources needed for the future.
1	2	3	4	ERIC has the potential to become a substantive source of ideas and information for planning, policy, and decision making.
1	2	3	4	ERIC itself should be involved in determining significant future educational trends and developments rather than depending upon others to do it.

IV. For each issue or concern listed below please circle a number to indicate:

a. how involved you think education should be in the next 10 to 15 years in responding to this issue or concern; and

b. your expectations as to how much education will really accomplish which will have significant impact on the issue or concern.

Education is used to refer to all educational levels and settings unless otherwise specified by the individual item.

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
Example								
You might feel that education should give high priority to providing equal access for women to education and jobs. Therefore, you would circle 4 under "Involvement." You might also believe that while this is a major concern, real questions exist as to how much will be accomplished through education. Therefore, under "Expectations" you would circle 2.	1	2	3	(4)	1	(2)	3	4
1. Equal access to education and jobs by women.	1	2	3	4	1	2	3	4
2. Equal access to education and jobs by racial and ethnic minorities.	1	2	3	4	1	2	3	4
3. Maintenance of rights and support for needs of all groups, including the dominant group as well as culturally different, handicapped, etc.	1	2	3	4	1	2	3	4
4. Provision of child care programs in educational settings.	1	2	3	4	1	2	3	4
5. Increasing accountability in all aspects of the educational process.	1	2	3	4	1	2	3	4
6. Development of an appropriate balance between accountability and child advocacy.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
7. Effects of minimum competency testing on curriculum and on students of different ages and in different settings.	1	2	3	4	1	2	3	4
8. Overcoming the effects of test bias and the differential suitability of tests for various educational subgroups.	1	2	3	4	1	2	3	4
9. Broadening educational focus on the cognitive domain to a more global concern with cognitive/ affective/psychomotor domains.	1	2	3	4	1	2	3	4
10. Shifting from factual acquisition to information searching and active learning.	1	2	3	4	1	2	3	4
11. Greater response to and greater use of community resources.	1	2	3	4	1	2	3	4
12. Increased linking of education with industry and business.	1	2	3	4	1	2	3	4
13. More substantive response to the needs of increasingly diverse students, e.g., adult students, part-time students, those not working on a degree, foreign students, women, and racial/ ethnic minorities.	1	2	3	4	1	2	3	4
14. Expanded opportunities for life-long and continuing education for all individuals.	1	2	3	4	1	2	3	4
15. Greater response to the special needs and interests of an increasingly older postsecondary student body.	1	2	3	4	1	2	3	4
16. Increased emphasis on individualized learning plans tailored to the needs of each person.	1	2	3	4	1	2	3	4
17. Replacement of traditional specializations, e.g., English, social studies, science, etc., by broad and integrative studies.	1	2	3	4	1	2	3	4

		a. Involvement				b. Expectations			
		Little or None			Great	Little or None			Great
18.	Increased use of hourly-rate, part-time teachers and non-professionals in the educational process.	1	2	3	4	1	2	3	4
19.	Movement away from traditional credentialing toward skill development.	1	2	3	4	1	2	3	4
20.	Increasing amounts and availability of information through an emphasis on processing, dissemination, and accessibility.	1	2	3	4	1	2	3	4
21.	Better use of technology by capitalizing on its potential and minimizing its less desirable effects.	1	2	3	4	1	2	3	4
22.	Increasing involvement of Congress in mandating models and techniques for the evaluation of funded programs.	1	2	3	4	1	2	3	4
23.	Identification and dissemination of effective educational programs and practices.	1	2	3	4	1	2	3	4
24.	Increasing centralization in administration and planning for education.	1	2	3	4	1	2	3	4
25.	Developing harmonious relationships between diverse groups vying for power to make educational decisions, e.g., teacher unions, parent groups, professional associations, boards of education, state and federal legislatures.	1	2	3	4	1	2	3	4
26.	Effects of a dual education system as a result of training activities initiated by the Department of Labor.	1	2	3	4	1	2	3	4
27.	Growth of the self-help or self-directed learning movement and resultant decreased dependence upon traditional educational institutions.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
28. Greater correlation of education and work, involving such issues as school-to-work transition, work-to-school flexibility, experiential education, and experience-based career education.	1	2	3	4	1	2	3	4
29. Emphasis on rights of young people vs. responsibilities of parents and society.	1	2	3	4	1	2	3	4
30. Development of an appropriate balance between individual needs for confidentiality and privacy and the need for ready access to computerized banks of records and information.	1	2	3	4	1	2	3	4
31. Educational needs of students and communities resulting from urban to rural migration.	1	2	3	4	1	2	3	4
32. An increasing futures perspective in all aspects of the educational process.	1	2	3	4	1	2	3	4
33. Increased options and choices for the individual as to how education may be acquired and financed--voucher system, independent study, computerized video home learning, etc.	1	2	3	4	1	2	3	4
34. Increasing diversity in organizational management and payment of individuals in the educational process.	1	2	3	4	1	2	3	4
35. Attempts to obtain funding for increasing costs associated with providing quality and diversified educational programs.	1	2	3	4	1	2	3	4
36. Problems associated with the decreasing role of local communities in financing and determining the emphasis of educational programs.	1	2	3	4	1	2	3	4
37. Role of the courts in determining educational policy, programs, and practices.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
38. Effects of consumer groups on educational policy, programs, and practices.	1	2	3	4	1	2	3	4
39. Development of information data banks to aid in educational planning and decision making.	1	2	3	4	1	2	3	4
40. Preparing parents for different roles and increased responsibilities in providing systematic learning experiences for children.	1	2	3	4	1	2	3	4
41. Increased access to and usability of information systems by non-professional educators, e.g., parents, consumer groups, business, and industry.	1	2	3	4	1	2	3	4
42. Methods of assessing individual competency and skill in all aspects of education.	1	2	3	4	1	2	3	4
43. Assistance to persons of all ages in life and career planning and decision making.	1	2	3	4	1	2	3	4
44. Emphasis on nutrition, exercise, and health maintenance.	1	2	3	4	1	2	3	4
45. Programs responding to drug and alcohol abuse.	1	2	3	4	1	2	3	4
46. Development of alternative uses for surplus educational rooms and facilities.	1	2	3	4	1	2	3	4
47. An enhanced international, global perspective of education with increased sharing of ideas and resources.	1	2	3	4	1	2	3	4
48. Development of resources for continual upgrading of the knowledge and competencies of educators at all educational levels.	1	2	3	4	1	2	3	4
49. Development of and involvement in preretirement programs.	1	2	3	4	1	2	3	4

	a. Involvement				b. Expectations			
	Little or None			Great	Little or None			Great
50. Preparation of helping specialists to assist people in making critical life decisions and transitions.	1	2	3	4	1	2	3	4
51. Preparation of educators as change agents to promote change in our educational institutions.	1	2	3	4	1	2	3	4
52. Alternatives to present K-12 structured education with greater options for students in determining where, when, and how they obtain their education.	1	2	3	4	1	2	3	4
53. Clearer determination of methods and sources for educational funding, e.g., the contribution of local, state, and/or federal government.	1	2	3	4	1	2	3	4
54. Providing opportunities for students to explore careers through seeing and interacting with people in different careers.	1	2	3	4	1	2	3	4
55. Greater responsibility of the federal government in determining the financing of education and the share to be contributed by local and state government.	1	2	3	4	1	2	3	4

If you believe there is an area we have not identified that should be listed and responded to, please do so.

	1	2	3	4	1	2	3	4

Of the issues and concerns listed above, please select 10 that you feel should have top priority for action. Please indicate your selections be circling the item numbers of those 10 in the left-hand margin.